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## A Study of the Preparation of Present Teachers of English in Illinois and Their Recommendations for an Improved Training Program

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### AIMS OF THE STUDY

Despite the ebb and flow of controversy concerning the content and the structure of the high school curriculum, English remains a standard requirement. It is one of the few subjects that all pupils expect, and are expected, to take. Parents, legislators, schoolmen, and critics of the schools agree on the need for a good foundation training in the various language arts spread over three or four of the high school years. What precisely this foundation training should be is, to be sure, still moot; but curriculum study groups in communities throughout the country, stimulated and aided by the publications of national and state English teachers associations, are bringing to a crystallization ideas to guide in the establishment of more effective courses of study.

The importance of the English program, unlike its specific content, is seldom questioned. Although it represents one of the largest blocks of required time in most high schools, few critics seek to curtail it. As a result, the number of teachers necessary to care for the program now and in the years of expanding enrollment ahead is great—greater than that in many other subject matter fields. With the renewed emphasis on evaluation of the high school curriculum from both within and without the teaching profession, there has come a heightening of interest in the preparation and training of teachers to present that curriculum. Those concerned

with the training of teachers of English continue their effort to discover what training will best prepare a student to teach English effectively. It is a question that has stimulated relatively little research over the years, although teachers colleges, colleges of education, and departments of English throughout the country have constantly sought to keep their programs adjusted to the best current thinking. Many representatives of these teacher training institutions have published analyses of the programs in their own schools with their own recommendations for improvement. Some of these analyses have been based upon research among a number of such schools. We have statements of what the training of English teachers has been in each decade of the present century. Good examples of recent trends are found in Alfred H. Grommon's study of the training of English teachers in California<sup>1</sup> (1947) and Dora V. Smith's exposition of the University of Minnesota's interdepartmental major.<sup>2</sup> Both of these represent programs which have been developed by university faculty groups made up of personnel from both English and education departments. Such statements of past and present training programs in various schools are available, and recommendations for such programs at both undergraduate and graduate levels have been made. They represent college administrative and faculty opinion, and the research upon which they are based has been done largely among teacher training personnel.

In 1928 Willis B. Coale published the results of his study of what English teachers themselves thought their training should be.<sup>3</sup> He gathered by questionnaire the opinions of 253 teachers of English in secondary schools. The teachers were selected for their success in teaching and represented all sections of the country. As a result of his study, he was able to present recommendations for an undergraduate program of training.

In the years since Coale made his study, there has been no extensive survey of teachers in the field to discover what experience has taught them a training program should include. Occasionally

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<sup>1</sup> Alfred H. Grommon, "The Training of Teachers of English for the Secondary Schools of California." *Educational Forum*, 12: 87-102, November, 1947.

<sup>2</sup> Dora V. Smith, "The Interdepartmental Major in the Language Arts." *Thirty-second Yearbook, the Association for Student Teaching*. 1953. pp. 147-9. Similar descriptions of the programs at the Universities of Iowa and Kansas, as well as Minnesota, can be found in *College English*, 13: 153-6, December, 1951.

<sup>3</sup> Willis B. Coale, *The Professional Needs of Teachers of English*. New York: Teachers College, Columbia University, 1928.



a local English teachers group has surveyed its members for suggestions. But for the most part little has been done to establish by research among the teachers themselves what specific training will best prepare effective English teachers. There have been efforts in many states to determine the number of college credits in English which a prospective teacher must present as a prerequisite for teaching certification. Frequently these are merely stated as credits in English, 24 semester hours being a common minimum, without specific courses or areas of study prescribed. In some states, the state departments of education have attempted to set down very generally a program of courses in English to be followed. And most state departments require a specified number of credits in education courses of a general nature. Methods by which state requirements have been determined vary, but frequently these requirements represent the judgment of individuals or groups of individuals charged with the responsibility of establishing standards.

The present study was undertaken with a twofold purpose. The writers are professionally engaged in the training of new teachers of English. In their supervisory work in a large number of schools, they have encountered a variety of standards for the selection and appointment of teachers of English. And the many student teachers who have passed under their supervision have exhibited a considerable range and variety of preparation. The study attempts to find out, first, what specific professional preparation and training present teachers of English in Illinois have had, and, second, what preparation experienced teachers of English believe best for prospective teachers of English. The first aim is completely objective. The data acquired merely show what preparation and training are at present required to teach English in the public high schools of Illinois. Through the data acquired in achieving the second aim, it should be possible to set up a program of training for prospective English teachers recommended by teachers themselves.

The study has been made through questionnaires filled out by the English teachers in the public secondary schools of Illinois.<sup>4</sup> Statistically the response to the inquiry has been more than adequate to justify general conclusions as representing the opinion of the teachers of English in the state. In the school year 1952-53, there were 2,480 teachers who taught one or more classes of English in the 660 high schools of the state. (These figures are compiled from the *Illinois School Directory, 1952-1953*. The

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<sup>4</sup> A copy of the questionnaire is available from the authors.

figures would vary slightly in the course of the year.) English teachers in 165 schools were requested to participate in the study. Selection of schools was made in such a way that all sections of the state and all sizes of schools would be represented. Completed questionnaires were returned by 421 teachers from 132 schools.<sup>5</sup> For the most part teachers were unusually cooperative in filling in the forms precisely and in speaking fully and frankly in their suggestions for the improvement of preparation. Table I indicates the

TABLE I  
SCHOOLS AND TEACHERS PARTICIPATING IN THE STUDY

Pupil Enrollment	Gr. I (1-150)	Gr. II (151-500)	Gr. III (501-1000)	Gr. IV (1000+)	Total
No. of High Schools in the State.....	281	249	53	78	661
No. of High Schools Participating.....	46	57	16	13	132
% of High Schools Participating.....	16.4%	22.4%	30%	16.6%	20%
No. of Teachers of English in the State.....	427	745	308	1003	2483
No. of Teachers of English Participating.....	73	154	86	108	421
% of Teachers Participating.....	17.1%	20.7%	27.9%	10.7%	16.9%

numbers and percentages of teachers participating. Schools have been divided into four groups by pupil enrollment: Group I—1-150 pupils; Group II—151-500 pupils; Group III—501-1000 pupils; and Group IV—1000+ pupils. It will be seen that nearly 17 per cent of all the teachers of English in the state participated.

Of the 421 teachers who returned questionnaires, administrators named 105 as being generally considered superior teachers in their schools and communities. This number is not completely representative as some administrators preferred not to make such recommendations, but it was hoped that by this means certain of the recommendations for improvement of preparation might be evaluated. Actually, however, there was no significant difference between the recommendations of the superior teachers and those of all the teachers.

<sup>5</sup> Names of participating schools and teachers may be obtained from the authors.



## PART I: PREPARATION OF PRESENT TEACHERS OF ENGLISH

The first part of the questionnaire, which sought to determine the preparation of present teachers of English, requested purely factual data. Teachers were asked to give the following information concerning their own training and experience:

1. Degrees
2. Years of teaching (0-5, 5-10, 10+)
3. Subjects they are now teaching
4. Major and minor fields
5. Semester hours in English (undergraduate and graduate)
6. Specific college courses in English
7. College courses in speech
8. College courses in educational methods
9. Practice teaching experience
10. In-service training

In the last questions in Part I the teachers were asked to state whether or not they felt their preparation for teaching English had been adequate. Those who were English minors were asked whether or not they felt satisfied with their teaching of English and whether or not they wished to continue teaching in the field. A summary of the data acquired from the answers to these questions appears in the ensuing paragraphs.

*Degrees.* All teachers who answered this query (407) have degrees. (See Table II.) One has a doctor's degree, 198 (47 per cent) have only the bachelor's degree, and 208 (49 per cent) have both the bachelor's and master's degree. In both bachelor's and master's categories, various degrees are named; but the Arts degree predominates (212, or 52 per cent, of the bachelor's degrees are A.B.'s; 183, or 88 per cent, of the master's degrees are A.M.'s). It is interesting to note that of those holding only the bachelor's degree, two have the degree of Bachelor of Music Education, one that of Bachelor of Music, and two that of Bachelor of Fine Arts.

The larger schools have the greater percentage of teachers with the master's degree. Whereas only 36 per cent of the teachers in schools with 1-150 pupils have the advanced degree, 66 per cent of those in the 501-1000 pupil schools have it. It is perhaps noteworthy, however, that in the schools with more than 500 pupils, nearly one third of the teachers of English (31 per cent) do not have the master's degree.

*Years of Teaching.* The data showing the number of years that each English teacher has taught reveal a situation similar to that

TABLE II  
HIGHEST DEGREES HELD

	Gr. I (1-150)	Gr. II (151-500)	Gr. III (501-1000)	Gr. IV (1000+)	Total
Total No. of Teachers.....	73	154*	86	108	421
A.B.....	18	37	14	18	87 (21%)
Ed. B. or B.S. in Ed.....	20	39	12	4	75 (18%)
Other (B.S., B.F.A., Ph.B., etc.)..	8	15	1	12	36 (8%)
Total Bachelor degrees.....	46 (63%)	91 (59%)	27 (31%)	34 (31%)	198 (47%)
M.A.....	20	49	51	63	183 (43%)
M.S.....	5	7	6	2	20 (5%)
Ed.M.....	1	1		3	5 (1%)
Total Masters degrees.....	26 (36%)	57 (37%)	57 (66%)	68 (63%)	208 (49%)

\* One teacher in this group holds the Doctor of Philosophy degree.

in the distribution of degrees. (See Table III.) The larger schools have the greater percentage of the more experienced teachers. Of the 419 teachers who answered this question, 131 (31 per cent) have taught five years or less, 55 (13 per cent) have taught between five and ten years, and 233 (56 per cent) have taught ten years or more. But in the schools of 1000 pupils or more, 74 per cent of the teachers are in the 10-year-plus category. Only 42 per cent of the 1-150 pupil group have similar length of experience. In the smaller schools the number of new teachers is relatively large: 47 per cent in the 1-500 group, 43 per cent in the 501-1000 group. In the schools of all four groups, the number of teachers with five to ten years of experience is small, 55 or 13 per cent.

*Teaching Schedules.* The data on subjects now being taught by teachers of English have little significance as far as preparation is

TABLE III  
YEARS OF TEACHING

	Gr. I (1-150)	Gr. II (151-500)	Gr. III (501-1000)	Gr. IV (1000+)	Total
Total No. of Teachers.....	73	154	86	108	421
0.5 Years.....	34 (47%)	66 (43%)	12 (14%)	19 (18%)	131 (31%)
5-10 Years.....	8 (11%)	24 (16%)	14 (16%)	9 (8%)	55 (13%)
10+ Years.....	31 (42%)	64 (41%)	60 (70%)	78 (74%)	233 (56%)



concerned, but they reveal the pattern in which the classes in English occur and suggest the amount of emphasis the teacher is able to put on his English teaching. (See Table IV.) Of all 421 teachers, 67 per cent spend all their teaching time in classes in English, speech, or journalism. Nearly all the teachers (97 per cent) in the largest schools (1000 pupils or more) teach only

TABLE IV  
PRESENT TEACHING SCHEDULES

	Gr. I (1-150)	Gr. II (151-500)	Gr. III (501-1000)	Gr. IV (1000+)	Total
English.....	18 (25%)	61 (40%)	62 (72%)	83 (77%)	224 (53%)
English and Speech.....	4 (5%)	12 (8%)	7 (8%)	12 (11%)	35 (8%)
English and Journalism.....	0	2 (1%)	7 (8%)	9 (8%)	18 (4%)
English, Speech, and Journalism. 1	(1%)	2 (1%)	0	0	3 (1%)
English Field..... (Summary)	23 (31%)	77 (50%)	76 (88%)	104 (96%)	280 (67%)
English and Social Studies...11	(15%)	19 (12%)	0	0	30 (7%)
English and Foreign Language.....16	(22%)	32 (20%)	5 (6%)	2 (2%)	55 (13%)
English, Social Studies, and Foreign Language..... 2	(3%)	4 (3%)	0	0	6 (1%)
English and one other subject.....30	(41%)	42 (27%)	10 (12%)	3 (3%)	85 (20%)
English and two other subjects...16	(22%)	33 (21%)	0	1 (1%)	50 (11%)
English and three other subjects... 5	(6%)	2 (1%)	0	0	7 (2%)

English or these related subjects. In the 501-1000 pupil group, 88 per cent teach only in the English field. But in the small schools the percentage is much lower: 50 per cent in the 151-500 pupil group and 31 per cent in the 1-150 pupil group.

Teachers in the schools with fewer than 500 pupils teach a great variety of subjects. Fifty-one teachers (69 per cent) in Group I and 77 (50 per cent) in Group II teach in at least two fields. Sixteen (22 per cent) in Group I and 33 (21 per cent) in Group II teach at least three subjects, and seven of these teachers reported

programs of four different subjects. Seventy-three different combinations of subjects were reported. For the most part the subjects taught are compatible and represent major and minor fields of the teachers concerned. English-Social Studies, English-Foreign Language, and English-Social Studies-Foreign Language are the most frequent combinations, accounting for 29 (40 per cent) of the teachers in Group I and 55 (36 per cent) of the teachers in Group II. Ten teachers reported programs including English and Physical Education. Thirty-nine teach English and Latin. There is a scattering of programs combining English with mathematics, science, or business courses. English-Music and English-Home Economics combinations occur, but very rarely. Most unexpected of the combinations is a program including English, Latin, and Industrial Arts.

*Major and Minor Fields.* The data on college major and minor fields of present teachers of English offer a complicated picture. (See Tables V, VI, and VII.) The terms *major* and *minor*, of course, have different meanings in different colleges; but there is a general understanding that the major field is the one of prime emphasis and concentration. Of the 421 teachers, only 221, or 52 per cent, listed English as their single major. If English-Speech and English-Journalism combinations are included, the percentage rises to 55. Another 11 per cent of the teachers listed English as one of a group of majors. This means that these teachers completed the requirements for a major in more than one field. The looseness of this concept of the major is indicated by the fact that one teacher listed five majors. Accepting the various standards for the major, however, 66 per cent (279) of the teachers have majored in English.

Twenty per cent of the teachers (85) listed English as their single minor, and with the inclusion of Speech and Journalism this becomes 21 per cent. Another 10 per cent listed English as one of a group of minors, indicating that their major college interest was in another field and that their minor interests were varied but included English. Thus, 31 per cent (132) offered English as a minor. In all, 98 per cent of the teachers had fulfilled either major or minor requirements in the field. Nine teachers (2 per cent) have neither a major nor a minor in English.

The 142 teachers who do not have a major in English listed 34 subject fields as majors. Thirty-four teachers have majored in one or more of the foreign languages, with Latin most frequently named. History and the Social Studies accounted for 48 of the majors and Speech for 19. There were no other significant concentrations, a few teachers appearing in each field. The list contained



TABLE V  
ENGLISH AS THE MAJOR OR MINOR FIELD

	Gr. I (1-150)	Gr. II (151-500)	Gr. III (501-1000)	Gr. IV (1000+)	Total
English Sole					
Major.....	27 (37%)	66 (43%)	59 (69%)	69 (64%)	221 (52%)
English and Speech or Journalism					
Majors.....	4 (5%)	4 (3%)	2 (2%)	3 (3%)	11 (3%)
English and Other Major.	4 (5%)	17 (11%)	8 (9%)	16 (14%)	45 (11%)
Total					
English Majors.....	35 (48%)	87 (57%)	69 (80%)	88 (81%)	279 (66%)
English Sole					
Minor.....	24 (33%)	35 (23%)	10 (12%)	16 (15%)	85 (20%)
English and Speech or Journalism					
Minors.....	0	3 (2%)	2 (2%)	0	5 (1%)
English and Other Minor.	10 (14%)	24 (15%)	4 (5%)	4 (4%)	42 (10%)
Total					
English Minors.....	34 (47%)	62 (40%)	16 (19%)	20 (19%)	132 (31%)
Total Eng- lish Majors & Minors....	69 (95%)	149 (96%)	85 (99%)	108 (100%)	411 (98%)
Neither Major nor Minor in in English.....	3 (4%)	5 (3%)	1 (1%)	0	9 (2%)

TABLE VI  
MAJOR FIELDS OF THE 142 TEACHERS WITHOUT A MAJOR  
IN ENGLISH

History and Social Studies.....	48 (11%)*
Foreign Language.....	34 (8%)
Speech.....	19 (5%)
Music.....	8 (2%)
Physical Education.....	7 (2%)
Mathematics.....	5 (1%)
Miscellaneous.....	28 (7%)

\* Percentages are based on the total group of 421 teachers.

TABLE VII  
MINOR (AND SECOND MAJOR) FIELDS OF THE 279  
TEACHERS WITH A MAJOR IN ENGLISH

History and Social Studies.....	152 (36%)*
Foreign Languages.....	101 (24%)
Speech.....	32 (8%)
Education.....	32 (8%)
Mathematics.....	10 (2%)
Miscellaneous.....	75 (18%)

\* Percentages are based on the total group of 421 teachers. Many of the teachers listed two or more minors.

practically all subject matter fields, however, including Music (8), Physical Education (7), Art (3), and Home Economics (2). Of the nine teachers who had neither a major nor a minor in English, three majored in Social Studies, two in Chemistry, and two in Education.

All but two per cent of those who lacked an English major, listed an English minor. Of the 279 English majors, 152 minored (or had a second major) in History or Social Studies and 101 in one or more of the foreign languages. Latin and French were named most frequently. Thirty-two teachers had minors (or second majors) in Speech. Twenty-four other minors were mentioned, but only a few teachers listed each. Thus, 200 (47 per cent) of the 421 English teachers have had either a major or a minor concentration in History or the Social Studies, 135 (32 per cent) in foreign languages, and 51 (13 per cent) in Speech.

In the smaller schools the percentage of English majors teaching English classes is smaller than in the larger schools. In the 1-150 pupil group of schools, 48 per cent of the English teachers are English majors; in the 151-500 pupil group, the percentage is 57; and in Groups III and IV, 80 and 81 per cent respectively of the English teachers have majored in English. All groups, however, show high percentages of teachers with either a major or a minor, although the English major or minor in many instances is one of several. The schools of 1000 or more pupils have 100 per cent of their English teachers with either the major or the minor in English, but the figure for the small schools is close behind—95 and 96 per cent.

*Credit Hours in English.* A more accurate quantitative gauge of the academic preparation than the major and minor is the number of semester hours of class work in English. The teachers were asked to indicate how many semester hours they had taken in both undergraduate and graduate courses in English. Four hundred and



two teachers answered this question, indicating that their college preparation in English ranged from 12 to 178 semester hours. (See Table VIII.) The median preparation was 40.5 hours and the mean, 43 hours. Again the two groups of smaller-sized schools showed similar characteristics, as do the two groups of larger schools. Median hours in Groups I and II are 34; in Groups III and IV, 48 and 46 respectively. The corresponding means are 37, 38, 50, and 50.

TABLE VIII  
SEMESTER HOURS OF ENGLISH

UNDERGRADUATE					
	Gr. I (1-150)	Gr. II (151-500)	Gr. III (501-1000)	Gr. IV (1000+)	Total
Range.....	9-74	10-64	9-75	14-128	9-128
Median.....	31.5	28.5	35	35	32
Mean.....	32	31	34	37	33
GRADUATE					
	Gr. I	Gr. II	Gr. III	Gr. IV	Total
No. in group.....	70	148	84	100	402
No. with Grad. credit.....	25 (36%)	62 (42%)	60 (71%)	66 (66%)	213 (53%)
Range.....	3-36	2-80	2-60	2-76	2-80
Median for total group.....	0	0	9	10	3
Median for those with grad. credit.....	12	12	17	18	16
Mean for total group.....	5	7	13	14	10
Mean for those with grad. credit.....	13	17	19	22	18
TOTAL HOURS					
	Gr. I	Gr. II	Gr. III	Gr. IV	Total
Range.....	18-100	12-128	12-105	16-178	12-178
Median.....	34	34	48	46	40.5
Mean.....	37	38	50	50	43
TEACHERS WITH PREPARATION BELOW CURRENT RECOMMENDED STANDARDS					
	Gr. I	Gr. II	Gr. III	Gr. IV	Total
Below 24 hrs.....	17 (24%)	38 (26%)	6 (7%)	6 (6%)	67 (17%)
Below 30 hrs.....	29 (41%)	62 (42%)	13 (15%)	14 (14%)	118 (29%)

The greater amount of preparation among the teachers in the larger schools is due mainly to the extra amount of graduate study they have done. Undergraduate preparation in English averages 33 hours for the teachers in all schools, but the mean in each group is close to this general average, 32 in the smallest schools, 37 in the largest. In graduate work teachers in Group IV schools show an average of 14 hours, almost three times as great as the 5-hour average of Group I teachers and twice the 7-hour average of Group II. These averages are affected by the fact that in the larger schools a greater percentage of the teachers have done some graduate work in English. In Groups III and IV, 71 per cent and 66 per cent of the teachers respectively listed graduate English credits, whereas in Groups I and II only 36 per cent and 42 per cent of the teachers have done graduate work in English. Even among the teachers who have done graduate work, however, the averages of the larger-sized schools are considerably greater than those of the smaller schools, the Group IV average being 22 hours and that of Group I, 13 hours.

The average preparation of all 402 teachers includes 33 hours of undergraduate work and 10 hours of graduate work. Fifty-three per cent of the teachers have done graduate work in English, averaging 18 hours.

The means and the medians are probably the best indications of the preparation of the group. Ranges are somewhat fantastic, 12 hours to 178 hours of total preparation, for instance; but the unusual figures at the upper end are few and affect the averages but slightly. It should be noted that only two teachers indicated preparation below the present minimum of 16 hours required by the State of Illinois for certification to teach English. They each listed 12 hours of total preparation. The situation is less satisfactory, however, when the recommendation now under consideration by the State Department of Public Instruction to go into effect in 1956 is applied. This would require 24 hours of preparation. Sixty-seven of the teachers, 17 per cent, indicated preparation below this figure. The requirement of 30 hours recommended by the Illinois Association of Teachers of English would find 118 teachers, 29 per cent of all, deficient. The smaller schools would be most affected by raising the requirement. In Group II schools, for instance, 26 per cent of the English teachers have less than 24 hours preparation, and 42 per cent have less than 30 hours.

*College Courses in English.* The teacher of English with average preparation has had 43 semester hours of course work in English. The pattern for about 30 of those hours is fairly uniform:



freshman composition and grammar, surveys of English and American literature, types of literature, Shakespeare, and a period course. The other work is scattered over some twenty courses in linguistics, periods, types, and great men.

With the exception of one teacher who was exempted from the requirement, all 421 teachers had had a course in freshman composition or its equivalent. (See Table IX.) The median in semester credit hours is 6 for each size group and for the total group. Sixty-nine per cent of all the teachers have taken a course or courses in advanced composition with a median 3 semester hours of credit. The percentage varies only slightly from group to group, 66 to 72 per cent, and the median of credit hours is 3 in each group. All groups and the total show a median of 9 credit hours for all college courses in English composition and grammar.

Survey courses in English literature have been taken by 93 per cent of all the teachers, with a median of 6 hours of credit. The survey of American literature is missing more often from the preparation of individual teachers. Eighty-six per cent list it, with 4 hours of credit as the median.

The composition and survey courses are the only courses listed in the preparation of at least two thirds of the teachers. Sixty-four per cent have taken courses in Shakespeare (Groups I and III show only 58 per cent; Group IV, 77 per cent), but the median of credit hours is only 3. Fifty-five per cent have listed courses in types of literature; 31 per cent have taken a course in the history of the English language (with a median of 3 semester hours); and 23 per cent have done work in modern literature.

At least fourteen other English courses are listed, but none occur in the preparation of more than 20 per cent of the teachers. World literature appears in 19 per cent of the lists. Drama is the most frequently mentioned type course, but only 13 per cent of the teachers have had such a course. Chaucer, Milton, and a Browning-Tennyson combination are listed by 16, 13, and 10 per cent respectively of the teachers. The median number of semester hours for each of these courses is 3. Only 13 teachers out of the total group indicated they had taken a course in children's literature.

Relatively little difference exists among the groups of schools in the percentage of teachers who have taken the basic courses (composition, surveys, and types courses). In the specialized courses of the major and graduate work, however, the percentages for Groups III and IV tend to be greater.

*College Courses in Speech.* The English teachers listed relatively few specific courses in speech, but 302 teachers (78 per cent)

TABLE IX

## COLLEGE COURSES IN ENGLISH

(Number and percentage of teachers who have taken each course and median semester hours.)

	Gr. I (1-150)		Gr. II (151-500)		Gr. III (501-1000)		Gr. IV (1000+)		Total						
	No.	%	No.	%	No.	%	No.	%	No.	%					
Freshman Composition, Grammar.....	73	100	6	154	100	6	86	100	6	108	100	6	421	100	6
Advanced Composition.....	52	71	3	102	66	3	58	68	3	78	72	3	290	69	3
Total Composition.....	73	100	9	154	100	9	86	100	9	108	100	9	421	100	9
Survey of English Literature.....	64	88	6	138	90	6	81	94	6	108	100	9	391	93	6
Survey of American Literature.....	61	84	6	127	82	4	73	85	3	99	92	6	360	86	4
Shakespeare.....	42	58	3	93	60	3	50	58	4	83	77	3	268	64	3
Types of Literature.....	46	63	3	72	50	3	52	60	3	61	56	4	231	55	4
History of the English Language.....	17	23	3	43	28	3	25	29	3	46	43	3	131	31	3
Modern Literature.....	15	21	3	28	18	2	25	29	3	28	26	3	96	23	3
World Literature.....	21	29	4	28	18	3	7	8	3	22	20	4	78	19	3
Argumentation and Debate.....	13	18	3	19	12	3	23	27	4	21	19	3	76	18	3
Chaucer.....	6	8	3	17	11	3	19	22	3	25	23	3	67	16	3
Romanticism.....	8	11	3	17	11	3	17	20	3	24	22	3	66	16	3
Drama.....	5	7	3	32	21	3	9	10	3	10	9	3	56	13	3
Milton.....	9	12	3	16	10	3	13	15	3	16	15	3	54	13	3
Literary Criticism.....	4	5	3	10	12	3	12	14	3	19	18	3	45	11	3
Browning and Tennyson.....	5	7	3	20	13	3	9	10	3	10	9	3	44	10	3
Novel.....	1	1	3	24	16	3	5	6	3	6	6	3	36	9	3
Anglo-Saxon.....	3	4	6	4	3	3	13	15	3	12	11	3	32	8	3
Children's Literature.....	2	3	3	7	5	3	3	3	3	1	1	4	13	3	3



indicated that they had some speech training while in college. (See Table X.) A fundamental speech course, generally offering 3 or 4 semester hours of credit, is the only frequently listed course, occurring 232 times (55 per cent). Sixty-two, or 19 per cent of the teachers, have taken course work in oral interpretation. Courses in dramatics and play production, emphasizing acting and directing respectively, were taken by 10 per cent of the teachers. All these figures include 41 teachers who had either a major or a minor in speech.

Teachers in all the size groups show approximately the same percentage of speech preparation, with one exception. In the two groups of larger schools approximately one third of the teachers have had no formal speech training of any kind; in the group of smallest schools, only 16 per cent have had no training. In the four groups considered separately, between 49 and 59 per cent of the teachers have had the course in speech fundamentals.

*Courses in Educational Methods.* Courses in either general or special methods, or both, appear in the college preparation of nearly all the teachers. (See Table XI.) Only 29 of the 421 (7 per cent) indicate that they have had neither. Eighty per cent of the teachers listed the course in general high school methods with a median credit of 3 semester hours. There is little difference among the size groups in this item. Sixty-three per cent of the teachers have taken a course or courses in methods of teaching English. The median credit is again three hours, but 32 teachers indicate 8 or more semester hours in special methods. The teachers in the larger schools show higher percentages in special methods study; 79 per cent of Group IV teachers have had such courses, whereas only 60 per cent of teachers in Group I have had similar work.

Various other methods or practical education courses appear in the listings, but in none of them do as many as 10 per cent of the teachers indicate credit. Thirty-eight teachers (9 per cent) have taken course work in audio-visual aids, 27 (6 per cent) in curriculum study, and only 10 (2 per cent) in reading methods.

*Practice Teaching in English.* The teachers were asked to indicate what practice teaching experience they had had in the field of English. Of all the teachers, 252, or 60 per cent, indicated they had had such experience. (See Table XII.) The great variety of responses as to time, credits, and concentration of this practice teaching, however, makes it impossible to summarize satisfactorily the character of this phase of the background.

The responses indicate that the term "practice teaching" is very liberally and variously interpreted among colleges offering teacher

TABLE X

## COLLEGE COURSES IN SPEECH

(Number and percentage of teachers who have taken each course and median semester hours.)\*

	Gr. I (1-150)			Gr. II (151-500)			Gr. III (501-1000)			Gr. IV (1000+)			Total	
	No.	%	Hrs.	No.	%	Hrs.	No.	%	Hrs.	No.	%	Hrs.	No.	%
Basic Speech.....	36	49	3	91	59	3	44	51	3	61	56	4	232	55
None.....	19	16		38	25		28	33		34	31		119	28
Oral Interpretation.....	11	15	3	16	10	3	14	16	3	21	19	3	62	15
Dramatic Arts.....	10	14	3	11	7	3	16	19	3	4	4	3	41	10
Play Production.....	9	11	3	13	8	3	9	10	3	9	8	3	40	10

\* These figures include courses taken by 25 Speech majors and 16 Speech minors.

TABLE XI

## COLLEGE COURSES IN EDUCATIONAL METHODS

(Number and percentage of teachers who have taken each course and median semester hours.)

	Gr. I (1-150)			Gr. II (151-500)			Gr. III (501-1000)			Gr. IV (1000+)			Total	
	No.	%	Hrs.	No.	%	Hrs.	No.	%	Hrs.	No.	%	Hrs.	No.	%
High School Methods.....	54	74	3	127	82	3	70	81	3	87	81	3	338	80
Methods in English.....	44	60	3	74	48	3	64	74	3	85	79	3	267	63
Neither general nor special methods.....	5	7		11	7		8	9		5	5		29	7
Audio-Visual Aids.....	9	11	3	12	8	3	7	8	3	10	9	3	38	9
Curriculum.....	6	8	3	10	7	3	4	5	3	7	6	3	27	6
Principles of Teaching.....	2	3	3	6	4	3	5	6	3	5	5	3	18	4
Remedial Reading.....	1	1	3	6	4	3	....	....	....	10	9	3	17	4
Reading Methods.....	4	5	3	4	3	3	1	1	3	1	1	3	10	2
Elementary School Methods.....	1	1	3	3	2	3	4	5	5	1	1	3	9	2
Extra-class Activities.....				2	1	3	1	1	3	2	2	2	5	1



TABLE XII  
PRACTICE TEACHING IN ENGLISH

	Gr. I (1-150)	Gr. II (151-500)	Gr. III (501-1000)	Gr. IV (1000+)	Total
Have done Practice Teaching in English.....	41 (56%)	90 (58%)	58 (67%)	63 (58%)	252 (60%)
No Practice Teaching in English.....	24 (33%)	56 (36%)	22 (26%)	31 (29%)	133 (31%)
No answer.....	5 (7%)	8 (5%)	6 (7%)	12 (11%)	32 (7%)

training. Whereas one teacher has satisfied the requirement by teaching one class under supervision for two weeks, another has taught a whole day's program for a semester. In between these extremes are diverse other arrangements involving combinations of observation, teaching, and conferences.

One hundred and thirty-three teachers (31 per cent) said that they had no practice teaching in English, and 32 more (7 per cent) did not answer the question. Of those who answered "None," some no doubt had done practice teaching in other fields. Four teachers indicated "observation" as their nearest approach to practice teaching.

The percentage of teachers who have done practice teaching is about the same in all groups, 56, 58, 67, and 58, respectively.

*In-service Training in English.* Teachers listed twelve different kinds of in-service training they had experienced. Forty-one per cent of the teachers (171), however, either failed to answer this question (21 per cent) or said that they had had no such training (20 per cent). (See Table XIII.) The percentage of teachers not listing in-service training is considerably greater in the groups of

TABLE XIII  
IN-SERVICE TRAINING IN ENGLISH

	Gr. I (1-150)	Gr. II (151-500)	Gr. III (501-1000)	Gr. IV (1000+)	Total
Workshops.....	16 (22%)	43 (28%)	35 (41%)	42 (39%)	136 (32%)
Curriculum Study.....	13 (18%)	32 (21%)	26 (30%)	37 (34%)	108 (26%)
None.....	13 (18%)	41 (27%)	16 (19%)	13 (12%)	83 (20%)
No answer.....	24 (33%)	32 (21%)	15 (17%)	17 (16%)	88 (21%)
Miscellaneous Training*.....	29 (40%)	54 (35%)	32 (37%)	51 (47%)	166 (39%)

\* This includes Visitation, Institutes, Teachers' Meetings, Additional Courses, Conferences, Reading, Experimentation, Self-improvement, Travel, and Supervision by Administration.

smaller schools, ranging from 51 per cent and 48 per cent in Groups I and II to 36 per cent and 28 per cent in Groups III and IV.

Workshops and curriculum study are the only types of training mentioned by more than 10 per cent of the teachers. Thirty-two per cent of the teachers (136) have participated in workshops and 26 per cent (108) in curriculum study. Other types of training named by ten or more teachers are teachers' meetings, conferences, institutes, supervision by administrators, and visitation.

*Adequacy of Preparation.* All the teachers were asked to state whether or not they felt adequately prepared to teach English when they finished college. Fifty-seven per cent (239) answered "Yes"; 41 per cent (174) answered "No." (See Table XIV.) The

TABLE XIV  
SATISFACTION WITH ADEQUACY OF PREPARATION

	Gr. I (1-150)	Gr. II (151-500)	Gr. III (501-1000)	Gr. IV (1000+)	Total
Yes.....	37 (51%)	78 (51%)	53 (62%)	71 (66%)	239 (57%)
No.....	34 (47%)	73 (47%)	30 (35%)	37 (34%)	174 (41%)

teachers in the groups of larger schools expressed a greater degree of confidence in their preparation than did those in the groups of smaller schools. In Group IV, 66 per cent of the teachers expressed such confidence, and in Group II, 62 per cent felt adequately prepared; in Groups I and II only 51 per cent said that they felt ready to teach English when they finished college.

*Attitudes of English Minors Towards Their Teaching of English.* Those teachers who had not majored in English were also asked whether or not they felt reasonably satisfied with their work in teaching English and whether or not they wanted to teach English. The first of these questions was answered by 183 teachers, 153 or 84 per cent of whom felt satisfied with their work; the other 30, 16 per cent, were not satisfied. Two hundred and twenty-nine teachers answered the second question, 43 of whom said that they did not want to continue teaching English. This represents 10 per cent of all 421 teachers who filled out the questionnaire.

*Summary.* In the absence of generally accepted standards of preparation, the figures on present training of teachers of English in Illinois must speak for themselves and be interpreted and evaluated by the individual reader. Certain observations which may be helpful can be made, however, and summary of the current preparation in certain areas can be made.

Apparently all, or nearly all, teachers of English in Illinois at the present time have bachelor's degrees. Just about one half of these teachers (49 per cent) have the master's degree. The degree in arts is most prevalent, comprising one half of the bachelor's degrees and nearly nine tenths of the master's.

Two thirds of the teachers majored in English in college, although only one half studied English as a single major field. All but two per cent of the teachers have either a major or a minor in English.

The average preparation in English course work of all the teachers is 43 semester hours, 33 of which are undergraduate, 10 graduate. Slightly more than half the teachers (52 per cent) have done graduate work in English for an average of 18 semester hours.

Composition and literature survey courses are found in the preparation of at least two thirds of the teachers. No other specific courses are so commonly found.

Slightly more than half the teachers (55 per cent) have taken a course in the fundamentals of speech, but nearly four fifths of the teachers have taken some course work in speech or dramatics.

Nearly two thirds of the teachers have taken a course in methods of teaching English; four fifths of them have had a course in general high school methods.

Three fifths of the teachers have done practice teaching in English. This includes practice teaching of a variety of types and for varying lengths of time.

Nearly three fifths of the teachers (57 per cent) felt adequately prepared to teach English when they began teaching. A tenth of the teachers now teaching English do not wish to teach English.

In a comparison of the preparation of the teachers in the large and the small schools, the large schools appear to be in the better position. Most notably, a greater percentage of the experienced teachers are found in the larger schools. For all schools 56 per cent of the teachers have had more than ten years of teaching experience; in the schools of over 1000 pupils, 74 per cent of the teachers are in this category. In the schools with fewer than 150 pupils, only 42 per cent have ten years of experience.

In all phases of preparation except speech, the larger schools have the advantage. In certain areas—advanced degrees, percentage of English majors, graduate hours in English, English methods—the larger schools are much better off. In speech preparation the situation is reversed.

The data on subjects now being taught reveal that of all the teachers of English, two thirds (67 per cent) teach only English



and related subjects, such as speech and journalism. In the larger schools nearly all the teachers teach only English, whereas in the smaller schools fewer than half the teachers are so employed. In these smaller schools teachers have two, three, or four different subjects to teach, although usually the other subjects taught are in congenial fields like history or foreign language.

It is worth noting that in the smaller schools where the preparation for teaching English is less satisfactory than the larger schools, opportunities for in-service training seem to be slighter. In the largest schools 72 per cent of the teachers have had some in-service training in English; in the smallest schools only 47 per cent have had such experience.

## PART II: RECOMMENDATIONS FOR AN IMPROVED TRAINING PROGRAM

The second part of the study has sought recommendations from teachers in the field for the improvement of training of teachers of English. "In the light of your experience," the teachers were asked, "what training do you consider most valuable in preparing teachers of English?" The questionnaire asked for this information in six categories:

- Most valuable college courses
- Practice teaching experiences
- In-service teaching experiences
- College minor or minors
- Deficiencies recognized by the teachers themselves
- Other recommendations

These questions all asked for recommendations to be written in; hence, the response was numerically somewhat less than that to the first part. Some teachers expressed diffidence in their ability to answer certain questions; others answered none. For the most part, however, the response showed a rather surprising interest and enthusiasm on the part of the teachers. Over 67 per cent of the teachers answered all the questions, and over 88 per cent answered four of the six. Many of the answers were exhaustive in their discussion of specific recommendations. The recommendations in response to each question were numerous, but in them fairly definite patterns are discernible.

In tabulating these responses no attempt was made to compare the attitudes of teachers in the four different size groups of schools. The responses of the teachers whom administrators recommended

as superior were tabulated separately as well as with the total group, but their suggestions did not differ sufficiently from those of the total group to warrant separate reporting.

*Most Valuable Courses.* In response to the question, "What college courses are most valuable for prospective teachers of English?" the teachers listed courses in a recommended order of importance and included courses for any area of study. All but twelve of the 421 teachers answered this question although a few questioned the significance of the order in which they arranged the suggested courses. The teachers felt that all the courses they listed should be taken by the student planning to teach English.

In all, 99 different college courses were recommended, but only 17 were named by more than fifty. (See Table XV.) Courses named were weighted according to their position in recommended order of importance to achieve an order representative of the group. This list includes, in the order recommended, (1) Basic Composition, (2) Survey of English Literature, (3) Survey of American Literature, (4) Fundamentals of Speech, (5) Methods of Teaching English, (6) History, (7) Psychology, (8) General High School Methods, (9) Shakespeare, (10) Student Teaching, (11) World Literature, (12) Advanced Composition, (13) a Modern Language, (14) Poetry Appreciation, (15) History of the English Language, (16) Remedial Reading, (17) English Drama, and (18) Journalism. All but History of the English Language are among the 17 courses named by more than fifty teachers, and the order is approximately the same. It should be noted that some of the items listed are broad fields rather than specific courses. "History" appeared on the lists most frequently without qualification, but the classification here includes also specific history courses, such as English History or American History. A special count was made of History of Civilization; but only seven teachers recommended it, and it is 47th on the weighted list. "Modern Language," also, appeared both as a general title and in specific languages. A separate listing for "Latin or Greek" was made: 35 teachers listed them and they are 25th on the weighted list. "Psychology" most often was unqualified, but in the listing it includes Educational and Adolescent Psychology. "Grammar" appears with "Basic Composition."

"Survey of English Literature" was the most frequently named course, appearing on 331 of the lists; it was followed in the frequency list by "Survey of American Literature." "Basic Composition" was named by 309 teachers. Many teachers apparently took the Freshman Composition course for granted; many listed only the Advanced Composition (15 teachers named it first).

TABLE XV  
MOST VALUABLE COURSES  
(409 responses)

Course	Weighted Rank*	Weighted Score	Frequency Rank	Frequency
Composition and Grammar.....	1	5023	3	309
English Literature.....	2	4031	1	331
American Literature.....	3	3904	2	320
Speech.....	4	2327	4	229
English Methods.....	5	1355	7	120
History.....	6	1279	5	148
Psychology.....	7	1262	6	134
General High School Methods.....	8	921	9	89
Shakespeare.....	9	894	8	98
Student Teaching.....	10	865	11	77
World Literature.....	11	766	10	78
Advanced Composition.....	12	747	13	64
Foreign Language (Modern).....	13	615	12	73
Poetry.....	14	525	14	56
History of English Language.....	15	519	17	48
Remedial Reading.....	16	424	16	43
Remedial Instruction.....	16	87	16	8
Drama.....	17	442	15	53
Journalism.....	18	427	15	53
Types of Literature.....	19	421	20	42
Dramatics.....	20	405	18	46
Library Science.....	21	358	19	45
Sociology.....	22	338	20	42
Novel.....	23	335	22	35
Contemporary Literature.....	24	310	23	34
Latin or Greek.....	25	279	22	35
Oral Interpretation.....	26	259	24	28
Philosophy.....	27	257	23	34
Music.....	28	249	23	34
Curriculum Development.....	29	210	27	21
Tests and Measurements.....	30	182	26	23
Art.....	31	168	21	38
Science.....	32	158	25	25
Visual Aids.....	32	158	27	21
Lit. Criticism.....	33	151	28	16
Guidance.....	34	139	28	16
Debate.....	34	139	28	16
Short Story.....	35	122	28	16
Reading Methods.....	36	105	31	12
Chaucer.....	37	101	30	14
Semantics.....	38	97	33	10
Political Science.....	39	96	29	15
Lit. for Adolescents.....	40	89	34	9
Biblical Literature.....	41	84	32	11
Geography.....	42	82	33	10
Economics.....	43	79	33	10



TABLE XV (Concluded)

Course	Weighted Rank*	Weighted Score	Frequency Rank	Frequency
Mental Hygiene.....	44	78	34	9
Romanticism.....	45	77	34	9
Creative Writing.....	46	69	36	6
History of Civilization.....	47	64	35	7
Classical Mythology.....	48	54	37	5
Extra-class Activities.....	49	41	37	5
Current Events.....	50	34	38	4
Typing.....	51	28	38	4
Milton.....	52	25	39	3

\* Teachers listed up to 14 courses each. The first course named was given a weight of 14; the second, 13; the third, 12; and so on.

As an expression of teachers with considerable training and experience in the teaching of English, the courses listed and their order presumably represent what teachers feel they need most to be well prepared. Several of the courses high in the list are what would normally be expected. Others might be less expected and accordingly merit special attention. It is noteworthy that among the 17 courses named by fifty or more teachers, five are Education courses. Four of these are high on the list, within the first ten; and all but one are practical courses. More than a fourth of the teachers listed a course in Methods of Teaching English, 72 of them ranking it in first, second, or third place. Student Teaching was also ranked high by those who included this among the most valuable college courses. Certain Education courses do not appear on any of the lists. Whereas the practical courses—methods, remedial reading, visual aids—were named by many teachers and given high ranking, traditional courses of a theoretical nature—history of education, philosophy of education, principles of secondary education, American public school education—failed of mention.

In the subject matter field, apart from the expected stress on composition and survey courses, the emphasis placed on a course in speech fundamentals stands out. Over half the teachers (229—56 per cent) listed speech and ranked it a high fourth in importance. A great many specialized English courses appeared in the lists, several teachers writing "Specialized English Course" in lieu of specific titles; but only "Shakespeare" ranked high.

Relatively few teachers listed courses from the scientific or cultural fields. Science courses, either general or specific, received the recommendation of only 25 teachers. Art and Music appeared on 38 and 34 lists respectively, and Philosophy on 34.

The recommendations of the teachers as to most valuable college courses for prospective teachers of English might be summarized as follows :

1. Composition and grammar courses, basic and advanced, are of prime importance.
2. Basic survey courses in English and American literature are essential. A course in world literature is highly desirable.
3. All teachers should have a course in speech fundamentals.
4. A course in methods of teaching English or, at least, general high school methods is the most important course outside the field of language arts. The specialized course is preferred. A course in remedial reading methods is also recommended.
5. In other subject matter areas, courses in history and the social sciences are the most valuable.
6. All teachers need a course in psychology.
7. In addition to the survey courses, the college program should include a number of specialized English courses. Shakespeare is the most valuable; but the program might well include (in the order named) courses in poetry appreciation, history of the language, English drama, types of literature, and various eras and great men.
8. Student teaching in English classes is highly desirable.
9. A course in a foreign language (preferably modern, but Latin or Greek will do) is of greater importance than work in any of the outside fields except history.
10. Courses in dramatics (including acting and play production) and journalism are well worth while.
11. Science, philosophy, and fine arts courses should be included to round out the college program, but no one course in these fields is essential.

*Recommended Practice Teaching.* Although considered outside the requested list in Item I by many of the teachers, Student Teaching ranked high among the most valuable college courses. Eighty-nine per cent (374) of the teachers answered the second question, "What practice teaching is desirable? (Describe what you consider an adequate program.)" Of those who did not answer, some disqualified themselves on the ground that, having

had no practice teaching experience themselves, they had no basis for an opinion. Four teachers simply answered, "None."

Since the answers were unguided, the recommendations were varied. The great variety in the suggestions reveals the apparently wide range of present practice teaching programs. Many of the suggestions imply that teachers, looking over present programs with which they are familiar, feel that a greater degree of standardization is desirable. The recommendations isolate a very few characteristics of many present programs which the teachers feel should be changed.

Most of the 190 teachers who suggested a length of time to be spent in practice teaching qualified their suggestion with the words "at least"; but the times suggested ranged from two weeks to two years. (See Table XVI.) Only four teachers, however, recom-

TABLE XVI  
RECOMMENDATIONS FOR PRACTICE TEACHING  
(374 responses)

	Frequency of mention
Minimum Time	
Two to three weeks.....	4 (1%)
Six weeks.....	27 (7%)
One quarter.....	38 (10%)
One semester.....	72 (19%)
One year.....	49 (13%)
Much varied practical experience in an average high school.....	142 (38%)
Full-time teaching.....	79 (21%)
Highly qualified supervisors.....	76 (20%)
Training to include both observation and teaching.....	62 (16%)
Practice teaching in all phases of English.....	56 (15%)
Practice teaching in off-campus school.....	45 (12%)
Practice teaching in classes at various levels.....	39 (10%)
Practice in supervising extra-class activities.....	18 (5%)

mended the two-week period, and only one the two-year period. The other recommendations were for six weeks—27; one quarter—38; one semester—72; and one year—49. Some of the teachers who recommended one year of practice teaching stipulated that half of the time should be spent in observation of skilled teachers. Approximately two thirds (65 per cent) of the teachers who suggested a length of time recommended at least one semester of practice teaching.



As to the nature of the practice teaching, the teachers were definite and emphatic. Most importantly, according to 142 of them, the program should provide much varied practical experience in an average high school. The assignment should be as much like an actual professional teaching assignment as possible, 79 of the teachers recommending full-time teaching each day. Moreover, the program should provide practice teaching in all phases of the English program—grammar, composition, literature, and English extra-class activities—as well as at various grade levels. Student teachers should teach freshmen as well as seniors, and they should work with the whole English program within a grade.

Sixty-two of the teachers recommended that the program include observation of skilled teachers as well as actual teaching. But the recommendations stress, in a tone plainly critical of present practices, the need for the actual teaching. The teachers insist that the student teacher be allowed to teach, that he be given authority and responsibility for classroom management, that he be left alone with his pupils for part of his training period, that he be given a chance to plan his own teaching units, and that he be allowed to show initiative and try out his own ideas as well as those of his supervisor.

The need for carefully selected supervisors is also stressed. Seventy-six of the teachers specify that the practice teaching should be done under the supervision of competent supervisors, "experienced and highly qualified." Student teachers should have an opportunity for frequent conferences with their critic teachers to talk over problems and methods.

Forty-five of the teachers specified that student teaching should not be done in a campus laboratory school. They asserted that such schools presented ideal conditions and lacked the real situation and dearth of special aids prevalent in many public schools. Some teachers recommended observation and initial teaching in the laboratory school followed by a period of practice teaching in an off-campus school. Nearly a hundred additional teachers recommended the "real" teaching situation in an "average" school, though they did not specify the off-campus school.

The following extracts represent the most frequently expressed recommendations in the teachers' own words:

The practice teaching should be as nearly like a real situation as possible with good supervision from a skilled teacher. . . . To get the "feel" of teaching the student teacher needs to work with students and know them. . . . Student teachers should be, occasionally, left alone and in charge of teaching a class.

A good critic teacher who knows how to teach and how to teach teachers to teach is the first requisite.

A critic teacher who permits the student to plan, carry out and then evaluate a unit of work with a class of students without apparent interference.

A twelve-week program in which the student teacher lives in the community and is a *real part* of the school in extra-curricular activities as well as in the regular *teaching* program.

Practice teaching should be made as much like teaching as possible—plans, papers, extra-curricular activities, a full day of classes, etc.

Six or seven weeks spent in a high school far from home and school, tackling a full teaching program almost from the beginning would give adequate preparation.

It is my opinion that this type of school ["college training school"] does *not* provide the prospective teacher with a real situation. Off-campus student teaching seems to be much more desirable.

I believe that teaching in a normal classroom, under the supervision of an experienced and competent teacher is desirable after the student teacher has had the preliminary education and methods courses. The opportunity should be given him to try new methods. . . .

A training program which might be adequate would include classroom teaching, extra-curricular experiences, use of audio-visual aids, and practice in interpretation of major intelligence and aptitude tests.

The practice teaching program should more nearly approximate an actual teaching situation. A student teacher should be given training and advice in extra-curriculars. A student teacher should be given free rein in the matter of discipline. I feel that most student teachers are inhibited by their critic teacher.

I feel that each student should have practice teaching experience at several grade levels, under different supervisors. If possible one experience should be in a lab school where the student would see new methods in practice—another should be in a regular school set-up so the student could see what problems he will face. An internship, of course, would be ideal.

The recommendations for an adequate practice teaching program for prospective teachers of English might be summarized as follows:

1. A period of practice teaching in English of at least one semester is highly desirable.
2. The most effective program would require the practice teacher to do full-time teaching.
3. The practice teaching should be done, at least in part, in an average public high school.
4. Practice teaching should include much varied practical experience.
5. Practice teaching should be done under experienced and highly qualified supervisors.

6. The practice teacher should have experience teaching all phases of English and classes at various levels.
7. The practice teaching program should include work in such related activities as the school library, dramatics, the school newspaper, and the yearbook.
8. Observation of skillful teaching by several teachers should precede actual teaching.
9. The practice teacher should be given responsibility for planning his own lessons, teaching on his own, managing the classroom, and maintaining discipline.

*The College Minor.* Nearly every teacher (412 or 98 per cent) answered the question, "What college minor or minors would you recommend for majors in English who plan to teach?" Most of the teachers named more than one field, and 31 fields were named in all. (See Table XVII.) There was a strong consensus, however, in favor of Social Studies and Speech as the most desirable minor fields. History or Social Studies were recommended by 70 per cent of the teachers; 43 per cent recommended History, 27 per cent Social Studies. Speech appeared as a recommended minor on 48

TABLE XVII  
RECOMMENDED COLLEGE MINOR\*  
(412 responses)

	Frequency of mention
Speech.....	199 (48%)
History.....	177 (43%)
Modern Language.....	166 (40%)
Social Studies.....	111 (27%)
Journalism.....	47 (11%)
Latin.....	41 (10%)
Library Science.....	40 (10%)
Dramatic Arts.....	37 (9%)
Psychology.....	34 (8%)
Art.....	33 (8%)
Education.....	24 (6%)
Music.....	22 (5%)
Philosophy.....	12 (3%)
Geography.....	11 (2.6%)
Science.....	11 (2.6%)
Sociology.....	10 (2.4%)
Remedial Reading.....	8 (2%)
Guidance.....	6 (2%)
Political Science.....	5 (1.7%)
Mathematics.....	4 (1.2%)

\*Many teachers listed more than one field as suitable for minor concentration.



per cent of the questionnaires. The modern language field was named by 40 per cent of the teachers, although no one language was listed by as many as 10 per cent. French appeared on 33 lists. Journalism, listed by 47, or 11 per cent, of the teachers, was fourth in frequency of mention, but far below the first three fields. Latin and Library Science were each named by about 10 per cent of the teachers (41 and 40 respectively).

Among the less frequently mentioned fields, Dramatics or Play Production appeared on 37 questionnaires (9 per cent), Psychology on 34 (8 per cent), Art on 33 (8 per cent), Education on 24 (6 per cent), Music on 22 (5 per cent). Mathematics and the sciences were mentioned by very few teachers. Science was named by 11 teachers (2.6 per cent), Mathematics by only 4 (1 per cent).

Few teachers commented in answering this question. The following excerpts are typical of those that appeared:

Teachers should not teach "minor subjects"; hence their other courses in college should be chosen to support their personalities.

In my experience I have found an English teacher is expected to be a walking encyclopedia and dictionary, a penmanship teacher, and a spelling teacher; he must be prepared for guidance; he must be a psychologist, a sociologist, a visual-education expert, and a play director; he must know how to put out a newspaper or a yearbook; and he must be prepared to render service to the community faithfully and unselfishly.

(1) Every kind of history

(2) Psychology, geography, language, philosophy.

(Almost *no* methods courses)

The recommendations as to most desirable college minors for English majors preparing to teach might be summarized as follows:

1. The fields of History and Social Studies provide the best areas of minor concentration.
2. Speech is extremely valuable as a minor field.
3. A modern language serves well as a minor.
4. A minor concentration in Education is not especially desirable.
5. Mathematics and the sciences have little to offer as minor fields.

*Deficiencies in Preparation.* Eighty-eight per cent (373) of the teachers answered the question, "What serious deficiencies in your own preparation have you recognized since you have begun teaching English?" Fifty-three different deficiencies were listed, but only five appeared on more than ten per cent of the questionnaires.

A total of 221 teachers (59 per cent of all who answered) listed as a deficiency some phase of method or technique of teaching

English. (See Table XVIII.) Eighty of these (22 per cent) stated the deficiency in general terms: "Practical and varied methods" or "How to motivate." Others had experienced specific weaknesses: "How to teach composition" (24), "How to teach poetry" (6), "How to teach literature" (11), "How to teach grammar" (12), "How to teach remedial reading" (39), and "How to care for individual differences" (20). Eight teachers said they lacked training in how to teach *large* classes in *real* public schools. Twelve felt their training had neglected to give them an adequate knowledge of teaching aids and materials, including textbooks and audio-visual materials for high school use. Nine did not know how to plan a varied course of work for a year's program.

The second most frequently mentioned deficiency was "inadequate training in literature," named by 88 (22 per cent) of the teachers. Forty-seven (13 per cent of all who answered) of the

TABLE XVIII  
DEFICIENCIES IN PREPARATION  
(373 responses)

	Frequency of mention
Practical and varied methods of teaching English.....	221 (59%)
General motivation and technique.....	80 (20%)
How to teach remedial reading.....	39 (10%)
How to teach composition.....	24 (6%)
How to care for individual differences.....	20 (5%)
How to teach grammar.....	12 (3%)
Information about aids and materials.....	12 (3%)
How to teach literature.....	11 (3%)
Practice in planning a varied course.....	9 (2%)
Training to teach large classes in a real public school.....	8 (2%)
How to teach poetry.....	6 (1.6%)
Background in literature.....	82 (22%)
Literature in general.....	47 (13%)
American literature.....	19 (5%)
Modern literature.....	10 (3%)
World literature.....	3 (1%)
Shakespeare.....	3 (1%)
Sound training in grammar and composition.....	79 (21%)
Speech training.....	71 (19%)
Training for extra-class activities.....	47 (13%)
Play production.....	21 (6%)
Journalism.....	21 (6%)
Debating.....	5 (1%)
Insufficient practice teaching.....	25 (7%)
Too much theory in education courses.....	15 (4%)

teachers in this latter group lacked an adequate general background in literature; the other 35 had specific deficiencies: American literature (19), modern literature (10), world literature (3), and Shakespeare (3). In third place was "sound training in grammar and composition," which appeared on 79 (21 per cent) of the questionnaires. Seventy-one (19 per cent) of the teachers listed a deficiency in speech training. Training for extra-class activities appeared as a deficiency on the lists of 47 (13 per cent) of the teachers, 21 of whom said they lacked adequate training for play production, 21 for sponsoring school publications, and 5 for debate coaching.

Two other items appeared enough times to warrant attention. Twenty-five teachers (7 per cent) said that their training did not include sufficient practice teaching. Fifteen (4 per cent) commented that there had been too much theory in their education courses.

The following quotations are typical of the answers in which the teachers specified the deficiencies in their own training:

I learned "about" literature, but not how to teach it to high school students. The same is true of actual theme writing. In a teacher training course, actual high school materials and situations should be used as a basis for study rather than the college students' own productions.

I would have liked more courses in the teaching of writing. I should have taken courses in speech. That should be a requirement of all students who plan to teach English.

Too much concentration on literature and not enough on grammar, composition, and other more practical work.

Too much theoretical emphasis; not enough practical, down-to-earth guidance in education courses on classroom problems.

Complete lack of knowledge of how to organize a unit; inefficiency in explanatory lectures; inability to motivate.

I feel a definite lack in knowing how to present English and American literature in an effective manner to high school students. We study the material in college, but are never told how to present it.

Deficiency in composition courses. I would emphasize the real need for thorough study of the field of English with less emphasis on courses in Education.

I was not prepared for the attitude of the present-day students toward school. I do not have a sound basis for teaching poetry. Nowhere in my English classes did I learn anything about poetry or how to teach it.

Lack of speech training, good grammar review, linguistics, knowledge of journalism fundamentals, library science (training in units for classroom study).

More speech would have been desirable; more specific, practical "know-how," also an audio-visual aids course.

Inadequate preparation for teaching rules of grammar. No preparation on how to cope with anything other than an "ideal" situation.



Theory with small groups seems very difficult with large classes. Sessions at University High School are all very well with small groups but present a different problem in public schools with badly equipped rooms and few textbooks.

Too few hours in speech training. I had to struggle hard to overcome a dislike for all theoretical education courses though I enjoyed practice teaching very much.

Definite courses in speech instead of some required courses in education.

Not enough preparation in using the tools of communication—actual writing experiences. Lack of journalism courses. More speech courses.

I feel I need more training in audio-visual aids and remedial reading. I feel, too, that I know too little about the needs of each student and how to approach each.

I have not had grammar as such since high school and am often confused on such things as plurals and verb forms.

I should have liked more methods courses with a variety of techniques presented on a problem basis.

Should have had more specific training in methods of individualizing instruction.

How to deal adequately with individual differences in setting up assignments, requirements, etc. Also, I felt a lack of training in speech work.

I have found it difficult to evaluate the student's work. I can't decide whether they are working up to capacity normal for their age level. I also find difficulty in gearing work to include levels from slow to good students in the same class.

In summarizing the statements by the teachers regarding deficiencies in their own preparation, the following conclusions seem pertinent:

1. Over half of the teachers now teaching English feel that they began their teaching with an inadequate training in methods of teaching. They feel that this is the most serious weakness in their background.
2. The teachers believe that the methods program should include practical training in how to teach the various phases of English, how to motivate, how to plan work, how to handle large classes in ordinary schools, and how to care for individual differences.
3. Teachers feel that their training should provide them with information about teaching aids and materials, including textbooks.
4. Slightly more than a fifth of the teachers feel that they entered teaching lacking a sound training in grammar and composition.

5. Slightly more than a fifth of the teachers feel that they began teaching inadequately prepared in one or more phases of literary background.
6. Nearly a fifth of the teachers felt handicapped by a lack of adequate speech training when they began teaching.
7. A number of teachers felt inadequately prepared to cope with extra-class activities which were placed under their supervision when they began teaching.

*Recommended In-service Training.* Seventy-six per cent of the teachers (322) answered the question, "What in-service training should the teacher of English receive?" Six of these answered, "None," or questioned the value of in-service training programs. The others had specific suggestions.

The most frequently mentioned training device was the workshop. The term had slightly different meanings as it recurred in the questionnaires, but 104 of the teachers recommended some type of workshop as a valuable means of helping English teachers improve in their work. (See Table XIX.) Suggestions were for workshops, lasting from a day to a week or two, in which teachers would study together common problems in the teaching of English. The pre-school workshop was occasionally specified.

Akin to the workshop is the meeting to exchange ideas and experiences and to work out projects. Fifty-seven teachers suggested such meetings. Well-planned departmental meetings were advocated by 27 teachers, and another 12 suggested participation in departmental study groups. All these suggestions reflect belief

TABLE XIX  
RECOMMENDED IN-SERVICE TRAINING  
(322 responses)

	Frequency of mention
Workshops.....	104 (32%)
Meetings to exchange ideas.....	57 (18%)
Curriculum study.....	50 (16%)
Attendance at professional meetings.....	46 (14%)
Courses in new methods.....	44 (14%)
Competent supervision.....	42 (13%)
Observation of other English classes.....	39 (12%)
Information on new materials, books, and methods.....	39 (12%)
Reading of English journals.....	33 (10%)
Well-planned departmental meetings.....	27 (8%)
Departmental study groups.....	12 (4%)
Membership in professional organizations.....	12 (4%)

in the value of relatively small meetings in which teachers of English compare their problems, discuss solutions, consider new methods, and exchange information on units and devices tried.

Fifty teachers suggested that English teachers should study or work on curriculum development within their own school systems. A few teachers specified that the high school teacher should know and understand the objectives and content of the whole English program beginning in the primary grades. The implication is apparently that curriculum is an especially important subject for consideration in workshops or discussion groups.

Attendance at professional meetings and the reading of professional literature are other recommendations made by more than 10 per cent of the teachers who answered this question. A number of teachers named *The English Journal* as the journal to be read.

Forty-four teachers suggested that teachers in service take occasional courses in new methods; only seven suggested refresher courses in subject matter. To keep abreast of new developments, 40 teachers said that there should be some means whereby teachers could receive regularly information on new materials, audio-visual aids, textbooks, and methods. The methods courses would presumably do this, but these teachers felt that this information should be forthcoming whether teachers took courses or not. Another means, listed by 39 teachers, to help in-service teachers improve their work is the observation of other English classes. The teachers approved the practice of visiting other schools to observe classes.

For the novice teacher, competent supervision is of considerable significance; 42 teachers stressed the need for advice and help from the head of the department during a beginner's first few years of teaching. Sporadic recommendations for improvement of the teacher in service included wide personal reading, assistance from experts in methods of teaching English, and courses in modern literature.

Characteristic of the suggestions for in-service training are the following quotations:

I believe strongly in the idea that departmental meetings should be held regularly and conducted as an informal seminar throughout the year, with specific objectives for each year. The material for such a seminar consists of professional literature and specific problems, methods, and projects developing out of classroom situations, to be discussed, evaluated, and shared by all members of the department.

Meetings where English teachers can share with each other ways of motivating, projects worked out, and devices for improving skills.

[I] Feel that English department should be a close knitted organization. Would recommend additional interschool exchange visits. Would like a workshop to work on English teaching *methods!*



Some kind of exchange of ideas, with other *practicing* teachers, *not* "education" instructors, could be valuable. This should be in school time, not added to the already too heavy schedule, if it is to be valuable.

He should receive information on the materials available, such as tests, films, books, etc. He should be advised of the latest books and methods.

Chance to attend conferences featuring prominent speakers and displays of audio-visual materials, texts, etc., in the English field.

The most valuable help, I believe, would be refresher courses in new methods offered every few years to employed teachers. Let them be taught by successful teachers in the secondary field. We need something that will bring us closer to the child. . . . We need a place where we can take a problem—such as, the teaching of spelling—to an expert.

Actual observations in several different schools—especially different as to size and classes of students.

A plan of meeting every week with a trained, experienced teacher to discuss problems of the past week and anticipated problems of the coming week for about the first year of teaching.

It is foolish to mention internship in the present status of high school teaching. We could, however, extend the practice of treating newly hired teachers as interns, extending them special professional aid and supervision and providing lighter teaching loads. I am inclined to think that all systems should hire some beginning teachers, no school very many.

The school personnel should be more aware of what the new teacher is doing; it should not blindly assume that the teacher is qualified because she has a degree. The administrators of the school should have regular conferences with the individual new teacher to discuss his work in particular and teaching in general. In other words the training of new teachers should not stop with the degree; personal experience is not enough; the school administrators should be more concerned with the actual work done by the teacher.

Teaching aids and suggestions from Principal and Superintendent. Opportunity for further study at reasonable cost. Access to new materials in English through library or some other source. Helps from Bureau of Curriculum.

In summary, the recommendations for in-service training of the teacher of English included the following:

1. Teachers should attend workshops and other planned meetings to study new methods, to work out projects, and to exchange ideas.
2. English departments should arrange regular meetings for study of teaching problems.
3. Teachers in service should participate in curriculum study and planning.
4. Teachers should attend professional meetings and read professional literature.

5. Administrators should see that information on new materials, books, and methods is made available to teachers.
6. Teachers should observe good teaching in their own and in other schools.
7. Teachers should take courses in new methods of teaching English from time to time.

*Other Recommendations.* Item VI on the second part of the questionnaire asked for "Other recommendations for the improvement of teachers of English"; and 285, or 68 per cent, of the teachers gave suggestions. Most of them were lengthy and detailed, and frequently they reiterated or emphasized suggestions made in answers to previous questions. At least eighty separate recommendations were made, ranging in frequency of mention from one to sixty-five. The more frequent suggestions, however, fall into three rather obvious divisions. (See Table XX.)

Most numerous were the suggestions concerning training in methods of teaching: there were 224 such recommendations made. In a variety of ways, 73 teachers (26 per cent of those who answered) stressed the need not only of methods courses but of *practical* methods courses. Various "how to" courses in the teaching of English were asked for. Thirty-two teachers (11 per cent) recommended training in the knowledge and use of audio-visual aids and other materials. Twenty-four teachers (8 per cent) said there was a need for preparation for extra-class activities. Twenty-two teachers (8 per cent) recommended greater opportunity for practice teaching, several specifying that the student should do the teaching and that it should be done under "real" not "ideal" circumstances. Other suggestions in this broad group included courses in reading, training in remedial work, knowledge of individual differences, training in guidance, required courses in library science, curriculum information, and preparation for the frustrations of teaching.

In the second largest group, there were 181 suggestions concerning mastery of subject matter in the field of English. Seventy-two teachers (26 per cent) recommended that the college program should place greater emphasis on training in grammar and composition. There were a few suggestions that this training should extend beyond the freshman year, and two teachers recommended a review during the senior year of college. Forty-nine teachers (17 per cent) recommended broader and deeper preparation in literature; and 37 (13 per cent) asked for more training in speech for prospective English teachers. Seventeen teachers (6 per cent)

TABLE XX  
OTHER RECOMMENDATIONS  
(285 responses)

	Frequency of mention
Concerning training in methods.....	224
Practical methods courses.....	73 (26%)
Training in audio-visual aids and other materials.....	32 (11%)
Preparation for extra-class activity.....	24 (8%)
Greater opportunity for practice teaching.....	22 (8%)
Courses in reading methods.....	16 (6%)
Training in remedial work.....	16 (6%)
Required courses in library science.....	13 (5%)
Work in guidance.....	9 (3%)
Knowledge of individual differences.....	8 (3%)
Preparation for frustrations of teaching.....	6 (2%)
Curriculum information.....	5 (2%)
Concerning mastery of subject matter in English.....	181
Greater emphasis on grammar and composition.....	72 (26%)
Broad and deep preparation in literature.....	49 (17%)
Speech courses.....	37 (13%)
Stress on practical aspects in grammar and literature.....	17 (6%)
A course in adolescent literature.....	6 (2%)
Concerning other course work.....	110
As many cultural courses as possible.....	40 (14%)
Fewer and better education courses.....	25 (9%)
More psychology and mental hygiene courses.....	13 (5%)
Balanced undergraduate program.....	11 (4%)
Wide reading.....	10 (4%)
A major in English.....	6 (2%)
A foreign language requirement.....	5 (2%)
Travel.....	11 (4%)

said that the practical aspects of both grammar and literature should be stressed in the college classroom. Only six teachers suggested requiring a course in literature for adolescents, although some of those who recommended more practical literature courses intimated that college students should become aware of the literature that is actually read by high school students.

The third division contained 110 suggestions concerning the general college preparation. Forty teachers (14 per cent) recommended that prospective English teachers take as many cultural courses as possible. A similar idea is reflected in the suggestions that the student read widely and that he have a balanced undergraduate program. As to the make-up of this program, few specific suggestions were made. Twenty-five teachers (9 per cent), however, suggested fewer and better education courses. Most of the



teachers who commented on their college education courses recommended that such courses be made more practical and that as much theory and repetition be eliminated as possible. Six teachers suggested that all teachers of English be required to have a major in the field. Thirteen saw a need for more psychology and mental hygiene courses. Five recommended a foreign language requirement.

Apart from these broad groupings of recommendations, a few other suggestions should be noted. Eleven teachers stressed the importance of travel in the training of an English teacher. Only one teacher recommended training in typing, cutting stencils, and running duplicating machines. The limited spread of core programs in the state is perhaps indicated by the fact that only one teacher recommended the training of some teachers specifically for core. Two teachers suggested a required course in tests and measurements. Only one suggested more science work specifically, although the inclusion of background courses in science was no doubt implied by many of those who asked for extensive cultural training and balanced programs.

Characteristic of the "Other Recommendations" are the following quotations:

I believe it would be very valuable if English teachers could read aloud very well. . . . [Student teachers should have] practice in *both* grammar and literature.

To me the actual working out of a year's schedule of work is important. This is covered in "methods," but wasn't enough to give me security.

Practice teaching for extended periods of time under *competent* supervision is far more valuable than textbook courses on methodology. Also, with today's emphasis on communication skills, the English teacher should have a number of courses and considerable practice in the speech skills, discussion techniques, various phases of oral and written communication, etc.

As in so many schools, this is our English Department:

1. I am Chairman—History major
2. History major
3. Art major
4. Spanish major
5. English major—but trying to do also full time library.

Provide student teachers with a varied cultural background (drama, music, art, etc.). Include educational methods courses. Provide more and varied programs of observation and practice teaching.

More time should be spent with students in teaching them the practical side of sponsoring the plays, annuals, and newspapers—positions which most frequently fall to the teacher of English.

Prospective teachers of English should know that there *are* frustrations and problems, and they should know what some of them *are*.

Education courses designed to present some of them and offer possible solutions would be more practical and valuable than all the histories and theories of education in the world:

I believe that the most serious lack in the college courses for English teachers is in the lack of methods of teaching English courses. I have as many hours of English as I have of physical education, but I was taught how to teach physical education. This makes a world of difference in my approach to the two subjects.

Practical techniques of teaching phases of English to heterogeneous grouping in large classes. Planning assignments to meet individual needs. Less method and wider cultural background. Give practical training in teaching and evaluation of modern communication such as radio and television.

I needed even more knowledge of grammar and sentence structure plus journalism. Omit a lot of *theory* of education; replace with good *general* education: science, math, journalism, speech. Study something about *discipline* and child problems, plus practice teaching.

Observation of good English teaching in ordinary high schools, not so-called "practice" schools.

I think that if a more complete course was given to college students in rhetoric and composition all through their college careers and not just during their first year or two, they would be much better qualified.

It goes without saying that a teacher needs to know his subject field. After that a broad education in history, sociology, art, philosophy, and foreign languages is needed. A great deal of experience in selective reading for the various ages—pre-school on—will be a great value.

I would recommend a better balanced program for the undergraduate, with a good deal of work in the natural and social sciences.

A course in elementary library science should be required. Greater stress should be placed on grammar and rhetoric. Some of the education courses could be made more valuable and much more practical.

A discussion of just what to include in a good English course would help most young teachers.

A good general culture. We *need* to know a little of *everything*.

Better curriculum guidance in college—college instructors who have had experience in teaching high school students. . . . A method of analysis of text books would be valuable in some courses. . . . I feel that an adequate knowledge of history is helpful in teaching English. . . . Better and more practical methods courses.

Course in visual aids. Broadening courses in science, math, business, vocations (requirements and opportunities), cultural courses in music, art, theater, the dance, etc. The greater background an English teacher has, the better will be the end results. Travel. . . .

More practical application. So many of the courses are fine theoretically, but they do not always prove to be practical. Certainly all teachers should be required to do practice teaching in their major fields.

Beginning teachers would be helped if they were given courses in curriculum trends. More speech courses should be required. . . . All English teachers should have some training for a definite extra-curricular activity.

More emphasis on "know-how" rather than content: for example, most students find poetry reading difficult—how can poetry be pre-

sented so the thought can be reached without so much frustration? . . . Familiarize teachers with sources of aids and organizations for English teachers. How to evaluate textbooks.

The miscellaneous recommendations for the improvement of the training of teachers of English might be summarized as follows:

1. Of prime importance is training in methods of teaching the various phases of English, but the methods courses must be practical.
2. A good program will include training in the sponsorship of extra-class activities.
3. The methods course should include detailed information on current trends in curriculum, teaching aids, and textbooks.
4. Greater opportunities for practice teaching in real situations should be provided.
5. Greater emphasis is needed on the college training in grammar and composition.
6. The preparation in literature should be extensive and thorough.
7. The program should provide adequate training in speech.
8. The prospective English teacher should be provided with a wide cultural background through courses in the social studies, art, music, and foreign languages.
9. Care should be taken to provide the student with a balanced undergraduate program.
10. The program should include a minimum of education courses, and these should be made practical.

*Summary of Recommendations for an Adequate Training Program.* The data gathered in Part II of the questionnaire indicate a fairly definite recommended college program for prospective teachers of English.

1. Prospective teachers of English should major in English in their college work.

2. Their English program should include above all else a thorough training in the structure and the correct and effective use of the English language. This training should comprise both basic and advanced elements and should not be confined to the freshman year. It should receive greater stress than is currently given to it.

3. The program in English should provide an intensive and extensive study of English and American literature to the end



of developing an adequate background in both criticism and literary history. In addition to the customary survey courses, the program should include a variety of special courses, such as world literature, types of literature, Shakespeare, and period courses.

4. A course in the fundamentals of speech should be an essential part of the program. Work in oral interpretation of literature is also advised.

5. The program should include a required course in methods of teaching English. This course must be practical and should provide instruction in

- a. Motivation
- b. Varied techniques of teaching grammar, composition, poetry, literature in general, and remedial reading
- c. Techniques of teaching large classes in public schools
- d. Providing for individual differences
- e. Lesson planning
- f. Curriculum planning
- g. Planning a varied course for a year
- h. Discipline
- i. Teaching materials and aids, including specific textbooks
- j. Supervision of extra-class activities, including play production, publications, and debating.

6. A course in psychology should be required in the program. Prospective teachers should study child development and the psychology of the adolescent.

7. The whole college program should provide a balanced training, resulting in a wide and diversified background. Minor concentrations should be encouraged in history, in the social studies generally, or in a foreign language. Courses in the sciences, philosophy, and the fine arts should be included, but no one of these courses or fields is considered essential.

8. Prospective teachers of English should do practice teaching in the fields of English. The practice teaching period should be at least a semester in length and should be spent in approximately full-time teaching. The practice teaching should be done, at least in part, in average public high schools, under conditions as like those of a normal teaching assignment as possible. The teaching should be done under highly competent supervisors, but the practice teacher should be given responsibility for lesson planning, classroom management, and discipline. Practice teachers should be given the opportunity to

teach alone and to develop and try out their own ideas. The practice-teaching program should provide much varied experience in teaching the various phases of English and in supervising extra-class activities. It should include practice at various grade levels. Opportunities for observation of expert teaching should be given prior to practice teaching.

After teachers of English have begun their professional careers, they can best continue to develop their technical knowledge and skills by participation in workshops and other planned meetings of English teachers to study new methods and exchange ideas. In the larger schools regular planned departmental meetings to study and discuss teaching and curriculum problems are favored. Teachers are urged to attend professional meetings and to read the journals in the English teaching field. Administrators should make information concerning new materials and methods available to their teachers; and they should encourage their teachers to observe good teaching in their own and other schools.

A very few aspects of these recommendations seem to merit emphasis. For surprisingly many of the teachers in service, including recent as well as old-time college graduates, the college preparation in grammar and composition has proved inadequate. The complaints against their preparation by the teachers themselves echo the complaints so frequently heard from college freshman instructors about the high school preparation of their students. Apparently, prospective teachers of English need more grammar and rhetoric work in college, and the work they get needs to be more fundamental than it has been. Review courses in the junior or senior year may be advisable.

The need for definite speech training for teachers of English has been pointed out frequently in the past two decades, although it had small part in Coale's recommendations in 1928. It is interesting to note the strong attesting of this need by the Illinois teachers of English. They have found the importance of speaking and reading well in their own experience.

The insistence upon the need for a special methods course is rather surprising. The teachers express dissatisfaction with the indefinite and the nonpractical in their college education courses. They have apparently felt better prepared in subject matter than in knowledge of how to teach. But they insist on "practical" methods training.

The comments on practice teaching suggest a need for study of existing practices with a view to achieving some degree of uniformity and improved general standards. What the teachers recom-



ment adds up to a full and rounded practice teaching training. Relatively few of them, however, profess to having experienced so adequate a program. Those who have done practice teaching in a field other than English comment that the carry-over is not thoroughly satisfactory.

The emphasis in all areas of recommendation is on the practical aspects of training. The teachers of English, confronted by the increasingly diverse high school population, have found that their main difficulty has not been lack of subject matter preparation but inadequate training in just what to do in a classroom filled with real, live—and varied—children who are not always eager to learn English. The complaint recurs that preparation has not included training “to teach the kind of English that is *needed* by the *average* high school pupil.” Before they begin teaching, the teachers feel, they should know what English is now taught in each of the four years of high school, and how this material is organized for classroom use to benefit all the pupils. The prospective teacher needs practice in making out units that can be used in high school and in presenting those units in real situations. But the demand for the practical is not confined to the education phase of the college training. The teachers feel that their preparation in all fields, grammar and composition, literature, cultural background, psychology, education, should look forward to the special uses to which it is to be put. Courses, subject matter, teaching methods of the college instructor, should all be selected for their practical value for the future teacher of English.

\* \* \*

### BOOKS WE LIKE

The publication of the student-annotated reading list, *Books We Like*, has been delayed until November. This will be a very large issue, with annotations of over one thousand titles. A committee, enlisting the aid of numerous teachers and students throughout the state, has been working on this project for about two years. The list is now nearly complete. It is well worth waiting for. Present plans call also for its publication in pamphlet form so that it can be made readily available to students for their own use.

While you think about it, please fill in the renewal blank on the back cover. You will not want to miss the reading list or the other fine features planned for 1954-1955.

## RENEW NOW FOR 1954-1955

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